



Too Good For Violence

Proven Results*

Studies show that TGFV—

- Enhanced students' emotional competence
- Increased conflict-resolution skills
- Improved social and communication skills
- Increased prosocial behaviors with other students
- Reduced fighting

Teachers observed more frequent—

- Use of personal and social skills
- Prosocial behaviors

**Compared to control groups*



Too Good for Violence (TGFV) is a school-based, violence-prevention/character education program that improves student behavior and minimizes aggression. TGFV helps students in grades K–12 learn the skills they need to get along peacefully with others. In both content and teaching methods, TGFV teaches students positive attitudes, beliefs, and behaviors. TGFV builds skills sequentially and, at each grade level, provides developmentally appropriate curricula designed to address the most significant risk and protective factors. TGFV promotes a “CAREing” approach to violence prevention by teaching:

- Conflict resolution
- Anger management
- Respect for self and others
- Effective communication

The program's highly interactive teaching methods encourage students to bond with prosocial peers, and engage students through role-playing, cooperative learning, games, small-group activities, and class discussions. TGFV teaches that each student has what it takes to solve conflicts peaceably and provides opportunities to practice peacemaking and antibullying skills.

Parents participate through Home Workouts: Information and Exercises for Parents and Kids, printed take-home sheets that provide information and interactive exercises designed to increase parent-child communication and reinforce violence prevention skills.

INTENDED POPULATION

Too Good for Violence is a universal prevention program for all students, designed to address the aggression and violence that often begin in early childhood and increase in frequency and seriousness as children grow older. Program implementation evaluations reviewed by NREPP* included fourth-grade African American, Hispanic/Latino, and White students in urban, suburban, and rural settings. TGFV has been proven equally effective regardless of students' ethnic background, gender or socioeconomic status.

HOW IT WORKS

TGFV consists of student curricula with seven 30- to 60-minute lessons per grade for grades K–5, nine 30- to 45-minute lessons per grade in grades 6–8, and fourteen 60-minute lessons in grades 9–12. As designed, a trained teacher, counselor, or prevention specialist delivers TGFV in a classroom setting. Each grade-level kit includes everything needed for successful imple-



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OUTCOMES

Five studies conducted by independent evaluators have examined the effectiveness of TGFV. Studies examined pretest equivalence between treatment and control groups; potential bias of loss of student data over time; quality of program implementation; and estimates of reliability of assessment tools.

In addition to Proven Results, the high school program reduced students' intentions—

- 58% for smoking cigarettes
- 50% for drinking alcohol
- 45% for smoking marijuana
- 45% for fighting

CONTACT INFORMATION

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mentation: scripted curriculum, workbooks, and teaching materials such as posters, games, CDs, and visual aids. Each lesson includes rationale, objectives, character education traits, materials list, recommended resources, and suggestions for lesson extensions.

The optimal dosage for TGFV is once per week for 7 weeks in grades K–5; for 9 weeks in grades 6–8; and over 14 weeks for the high school core curriculum. The high school curriculum, Too Good for Drugs and Violence—High School, which contains substance abuse and violence prevention components, also includes 12 infusion lessons. Review and skills practice between and following lessons is strongly recommended. For maximum effectiveness, the program should involve students, their families, and the entire school, using all of the program's components.

TGFV also includes supplemental activities (lesson extenders that can be used to infuse violence prevention/character education skills into subject areas such as music, physical education, and language arts).

IMPLEMENTATION ESSENTIALS

Implementation staff should be skilled, committed, enthusiastic teachers, counselors or prevention specialists who are positive role models. Although training is not mandatory, the Mendez Foundation strongly recommends and provides 1- or 2-day curriculum training to enhance implementation fidelity.

Optimal staff-to-participant ratios are one teacher for 25 to 35 students. Special needs classes should have fewer students.

PROGRAM DEVELOPER

The Mendez Foundation, a not-for-profit organization nationally recognized as a leader in prevention education and wellness training since 1978, is dedicated to helping adults and children develop skills to live healthy, balanced lives. Hundreds of thousands of students nationwide have successfully completed the Mendez Foundation's Too Good Programs, including Too Good for Drugs (school-based drug prevention K-12), and Too Good for Drugs & Violence After-School Activities (community-based program for ages 5–13).

* National Registry of Effective Programs and Practices

Program detail and citations can be obtained at
<http://modelprograms.samhsa.gov>

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